DOCUMENT RESUME

ED 153 043 08 CE 015 749

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TITLE Research and Development of Instructional Booklets for Vocational Education for Mainstreaming the Handicapped. Another Step Forward. Final Report.
INSTITUTION Florida Univ., Gainesville. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH60166
PUB DATE Mar 78
GRANT G007604050
NOTE 86p.; Parts of some pages may not reproduce well because of faint, broken type; For related documents see CE 015 750-754

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Educational Research; *Handicapped Students; *Information Dissemination; *Instructional Materials; Mainstreaming; *Material Development; Program Descriptions; *Program Development; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS Florida

ABSTRACT

A project was conducted to develop and field test self-instructional materials which would provide a mechanism for positive change in attitudes and procedures for educators and administrators toward integrating handicapped students into regular vocational education programs. Specific objectives of the project were as follows: (1) research and develop five booklets describing the special needs of handicapped students and the problems they face as they enter the regular classroom environment (the booklets were designed for vocational education teachers, school administrators, university teacher educators, and workshop directors; topics covered mainstreaming handicapped students into the regular classroom, characteristics of handicapped students, evaluation and placement, architectural considerations for a barrier free environment, and a system for management); (2) disseminate the final products to teachers, administrators, and teacher educators; (3) establish a state-wide advisory committee to assist in the development and dissemination of the project booklets. (Appendixes, which make up the greater part of the document, contain a list of steering committee members, bibliography, evaluative summary, quarterly report, production schedule, flyer, letter to vocational directors, dissemination list, and independent project evaluation.) (TA)

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ED153043

Final Report

Project No. 498AH60166
Grant No. G007604050

RESEARCH AND DEVELOPMENT OF INSTRUCTIONAL BOOKLETS FOR VOCATIONAL EDUCATION FOR MAINSTREAMING THE HANDICAPPED

ANOTHER STEP FORWARD

Principal Investigator: Dr. Stuart E. Schwartz

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March, 1978

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Division of Vocational Education

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Final Report

Project No. 498AH60166
Grant No. G007604050

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RESEARCH AND DEVELOPMENT OF INSTRUCTIONAL BOOKLETS FOR VOCATIONAL EDUCATORS FOR MAINSTREAMING THE HANDICAPPED

ANOTHER STEP FORWARD

March 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Vocational Education

Author's Abstract

This project was a joint effort by the special education department and vocational education division at the University of Florida to design a set of instructional booklets for vocational educators and administrative personnel to help them deal more effectively with handicapped students in their classrooms. The set of five booklets, entitled "Another Step Forward", offers concise, easy to understand information to secondary vocational teachers about the diverse characteristics and special needs they may encounter with handicapped learners. The titles of the booklets indicate the broad range of topics covered such as 1) Mainstreaming Handicapped Students into the Regular Classroom, 2) Characteristics of Handicapped Students, 3) A System of Management, 4) Evaluation and Placement, and 5) Architectural Considerations for a Barrier Free Environment. The booklets have been field tested, professionally edited and designed, and were disseminated throughout the state by the vocational directors in each of Florida's 67 school districts.

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The final product is considered to be an important portion of this report. It would be impractical to attach the booklets to this document and therefore, readers are advised that review copies of the booklets were submitted to the U.S. Office of Education. Additional copies may be obtained by writing to the principal investigator.

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Preface

A special project to develop instructional booklets to help vocational educators teach handicapped students more effectively in their classrooms began in July, 1976. The set of five booklets, entitled "Another Step Forward," was written under Federal Grant #G007604050, Project #498AH60166, by the Special Education Department and the Vocational and Technical Education Division at the University of Florida. The purpose of the booklets is to offer concise, easy to understand information to secondary vocational teachers about the diverse characteristics and special needs they may encounter with handicapped learners in their classes.

Recent legislation and current public interest in the idea of mainstreaming handicapped students into regular education programs make this project extremely important. Vocational teachers will be facing greater numbers of handicapped pupils and most do not have the training and knowledge of special problems to do the best teaching job possible. The five booklets in the "Another Step Forward" series will be valuable aids for them in meeting special needs. The titles of the booklets describe the topics they cover. They are (1) Mainstreaming Handicapped Students into the Regular Classroom, (2) Characteristics of Handicapped Students, (3) Evaluation and Placement, (4) A System

of Management, (5) Architectural Considerations for a Barrier Free Environment.

Preliminary research for the project included a survey of vocational educators who work with handicapped students to determine an accurate analysis of their needs. This information was valuable in defining the kind of information teachers felt would be the most important to include in the booklets.

The materials that were developed underwent extensive formative and summative evaluations throughout the developmental process. Steering committee members, project advisors, and vocational teachers themselves, offered feedback and suggestions on the format and content of the booklets. Also, evaluations of the booklet manuscripts were made by vocational educators who participated in summer workshops conducted by the principal investigator for this prcject, Dr. Stuart E. Schwartz, at the University of Florida.

The intent of this final report is to present a step-by-step account of the project leading up to the final dissemination of the finished materials.

Objectives

The specific objectives of the project were to:

1. Research and develop five booklets describing the special needs of handicapped students and the problems they face as they enter the regular classroom environment.

A. The booklets were designed for:

(1) Vocational Education Teachers

(2) School Administrators

(3) University Teacher Educators

(4) Workshop Directors

B. The specific topics covered by the five booklets are the following:

(1) Mainstreaming Handicapped Students into the Regular Classroom

(2) Characteristics of Handicapped Students

(3) Evaluation and Placement

(4) Architectural Considerations for a Barrier Free Environment

(5) A System for Management

2. Disseminate the final products to teachers, administrators, and teacher educators who will be dealing with handicapped students in vocational education programs. The booklets will be distributed through the offices of the county vocational directors in the State of Florida.

3. Establish a state-wide advisory committee to assist in the development and dissemination of the project booklets.

Introduction

Currently in Florida public schools, handicapped students are served by special education programs or lower tract systems in the regular schools. Questions about the quality of education these students receive have become a major issue. In most schools, a problem exists because teacher training for special education teachers is inadequate in the area of occupational preparation at the secondary level. Conversely, vocational teachers with handicapped children in their classes have a great need for the body of knowledge that special educators have acquired through research and practice. This unilateral type of program development has prevented the two disciplines from benefiting from each other's knowledge and experience. New legislation requires handicapped students receive an education in the "least restrictive environment." This means that increasing numbers of handicapped students will be entering regular classrooms. At the present time, most vocational teachers do not have the knowledge or skills to handle these students effectively. Also, many are unaware of methods they can use to improve their teaching and need to re-assess their attitudes about handicapped individuals. Teachers often are reluctant or react negatively to the idea of teaching handicapped children in their classes. The intent of this project was to provide instructional materials to educators in vocational education to assist them in changing attitudes and developing skills needed to deal with handicapped individuals.

Procedure

The project began in July 1976 with the hiring of staff members to coordinate the development of the booklets. Dr. Robert Fowler was hired as the project director with a graduate student and an additional secretary to assist him.

A state-wide steering committee was chosen to aid the project staff in the development and dissemination of the booklets. The steering committee is representative of the entire state and its members were chosen to form an efficient, active group. The committee had its first meeting on September 28, at which time the content of the booklets was discussed. Suggestions were offered by the members on the presentation format of the materials. The steering committee members agreed to aid the project staff with field testing in their specific areas. The names and addresses of steering committee members can be found in Appendix A.

The next major phase of the project was making the final selection of the content areas to be included in the booklets and making decisions on information to include in the booklets. The project staff made the content selection through a review of current literature, brainstorming sessions with project advisors and members of the steering committee, and by input from classroom teachers themselves on the information and teaching aids about which they felt the greatest need to gain more knowledge.

An extensive bibliography was formulated by the staff during the research phase of the project. The bibliography is found in Appendix B. Information gained from the literature search proved valuable to content selection and organization.

Five general content areas were selected and included: mainstreaming, evaluation and placement, characteristics of handicapped students, architectural barriers, and the management system. The project staff developed outlines for each booklet and proceeded to write and re-write rough drafts for each of the booklets.

The booklet manuscripts were carefully evaluated before the final drafts were completed. Rough drafts had been sent to the project advisors and steering committee for evaluation and comments. Steering committee members distributed copies to teachers in their area for feedback. Throughout this evaluation period, in-house review and revision occurred continually as oral and written comments were obtained for the booklets. The drafts were field tested during a summer workshop at the University of Florida conducted by Dr. Stuart Schwartz. The participants in the workshop were pre and post tested on the materials. They were also asked to critique the materials with a formal questionnaire and through informal discussions with project staff members. An evaluative summary is found in Appendix C. Suggestions, criticisms, and changes were considered by the staff and the information was used to complete

the final manuscripts for each of the five content areas. Throughout the project, quarterly reports were submitted on the activities of the staff and progress of the booklets. The reports are found in Appendix D.

During the last phase of the project, August 1, 1977 to December 15, 1977, the most important developments on final production form and dissemination were completed. A new staff member, Catharine Rogers, was hired as the production director for the project. Her responsibilities included supervising the production stages of the project through the final dissemination of the materials.

The initial work during this period involved extensive rewriting and editing work on the manuscript rough drafts. The content of the booklets had been field tested and evaluated; but changes were necessary in the editorial style and organization of the booklets.

During the time that the booklets were being edited to final form, arrangements for the graphics, photography, and printing were made. After considering several possibilities, the decision was made to have the production work done by the Learning Resources Center at the J. Hillis Miller Health Center, University of Florida. Ms. Rogers held several meetings with the graphics designer, Mr. Joseph Marianno, during the editing period to discuss the basic concept, format, and production cost considerations for the booklets.

A time and production schedule was developed for the project to meet the December 15 printing deadline allowing sufficient time for dissemination and follow-up activities. The schedule is found in Appendix E.

The actual production work began the last week in September. A decision on the format was made to use five separate booklets packaged together in an envelope to create an easily stored, cohesive unit. The presentation style and types of illustrations needed were evaluated. The graphics department formulated several design concepts and following a meeting with Dr. Schwartz, Ms. Rogers and the project advisors, a theme was selected.

As the production and design work began, final items were completed on the editorial portion of the project. The complete bibliography was assembled, self tests were developed for each booklet, and all references and addresses were checked.

Another aspect of the production work was planning appropriate illustrations and photographs. Ms. Rogers and Dr. Schwartz reviewed the manuscripts specifically for graphic ideas. Their ideas were given to the graphics department to use in their planning drafts and mechanicals.

It was decided that photographs were a necessary addition to the final format of the booklets. Several photography sessions were arranged with a professional photographer from the Learning Resource Center. Since the booklets deal with high school aged

handicapped students, the pictures were taken at two local high schools, Gainesville High School and P. K. Yonge Laboratory School. Special education and vocational education teachers were contacted and arrangements were made to take pictures of handicapped students actually participating in school programs. Other pictures were taken at Exceptional Industries, a work situation for mentally retarded individuals, and in the special education department at the University of Florida. A number of sites in the community and on campus were photographed for the booklet on architectural considerations. Release forms were signed by all individuals whose pictures were taken.

The final design work, layout, and photography was completed on schedule. Boyd Brothers Printing Company in Panama City, Florida, was chosen as the printing contractor.

The last part of the project was to effectively disseminate the booklets to the vocational teachers and administrators in the state. Because it was of such vital importance that the booklets reach the appropriate recipients and therefore be used by them, activities to promote the project and make people aware of its existence were conducted. A campaign was designed to print and distribute flyers to schools and teachers in Florida through the vocational director's office in each county (see Appendix F). The directors were contacted by mail prior to receiving the flyers and asked to help with the dissemination process (see Appendix G).

Also, articles about the project were published in newspapers and in state exceptional and vocational education journals to announce the availability of the booklets and give information on where to obtain them. A comprehensive mailing list was compiled by the project staff of people to receive copies. A dissemination list is found in Appendix H of this report. An additional independent evaluation of the project was held on December 2 and 3, 1976 when Dr. Gary Meers conducted an on-sight visit to review the project and meet with staff members. Dr. Meers' report is found in Appendix I.

Conclusions

This project resulted in the creation of five informative, professionally produced, field tested, booklets that contain valuable material for vocational teachers and administrators. A dissemination plan was developed to distribute the materials throughout the state to broaden the scope of information and awareness of professionals in the education field.

Recommendations

1. The quality and value of the booklets to educators warrant national distribution. Possibilities should be explored to accomplish this task.

2. A follow-up questionnaire or survey should be taken to gain feedback on how many people read the booklets and their opinions of the final product.

APPENDICES

A - Steering Committee Members

B - Bibliography

C - Evaluative Summary

D - Quarterly Report

E - Production Schedule

F - Flyer

G - Letter to Vocational Directors

H - Dissemination List

I - Independent Evaluation - Dr. Gary Meers

APPENDIX A

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APPENDIX A

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APPENDIX B

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APPENDIX C

Evaluative Summary

Booklet Evaluation

The evaluation of the booklets produced by this grant consisted of four main phases. The first portion was formative consisting of feedback collected from staff and selected readers. The second evaluation phase was a field review conducted by members of the project's advisory board and vocational teachers. The evaluation of the completed manuscripts by vocational teachers who were attending a summer workshop and the pre-post testing of vocational teachers in one Florida county were the third and fourth phases. Each phase will be presented separately in this review.

Phase I

During the early stages of the project, feedback on the development of initial draft outlines and manuscripts was extremely important. As portions of the booklets were outlined, faculty members and doctoral students from special education and vocational education at the University of Florida were asked for informal opinions of the direction, scope, and sequence of the drafts. Content was discussed in depth with these evaluators to determine the direction to take with the booklets.

This evaluation style continued throughout the entire development process. No formal data was collected during this phase, although this evaluation process was found to be extremely valuable.

Phase II

The project's steering committee played an important role during this second formative evaluation stage. Persons from throughout Florida were asked to serve this project in an advisory capacity which included locating booklet reviewers or reviewing the booklets themselves.

The advisory board members were requested to identify vocational education teachers who would be willing to review the manuscripts. The selected teachers and advisory board members reacted to the booklets using the form located at the end of this section. The readers also wrote comments directly on the drafts which were returned to the grant staff for review.

The data collected was used as direct input to the staff members who were involved in writing and revising the drafts. Changes in the booklets in areas such as language level, sequence, accuracy and thoroughness of content were made due to the feedback obtained during this second evaluation phase.

Phase III

The input from the first two evaluation phases was directly used to aid the development of initial drafts. The information derived from this third portion of the evaluation was used for modifying final drafts and for determining the effectiveness of the five booklets.

Population

The five manuscripts were reviewed by twenty two secondary vocational and/or special education instructors. The population was comprised of participants in a professional, three week workshop at the University of Florida. The workshop dealt with mainstreaming of handicapped students into existing vocational programming. The workshop participants were employed by the educational system in Florida and their specific areas of instruction are presented in Table I.

Table I

Disciplines of Population

Industrial Arts	23%
Agriculture Education	9%
Commercial Arts	5%
Home Economics	5%
Business Education	4%
Vocational Administration	4%
Secondary Special Education	50%

Method

Prior to seeing any workshop materials, which may have biased the study, a pretest of all five manuscripts was administered. The pretests consisted of nine true-false questions per instructional manuscript. An Attitude Toward Handicapped Individuals (ATHI)

scale (included at the end of this section) was also administered at the beginning of the study.

The five manuscripts were then disseminated to each participant of the study. Reading time was provided during the workshop as well as review during release time as needed. No additional information was presented with the manuscripts.

An identical true-false examination covering each of the five manuscripts was administered as a post-test. The Attitude Toward Handicapped Individuals was also re-administered.

Results

The results of both assessments showed positive gains. The knowledge of the participants appeared to improve, as shown in Table 2. There was a gain in the respondents' knowledge from the pre to post test and it is assumed that this change was due to the reading of the drafts.

It was recognized that all of the participants were at the workshop and therefore included in the study due to their prior interest in working with handicapped students. The rather high pretest results may be attributed to this prior knowledge.

The results of the ATHI scale indicated that the attitudes of the respondents toward handicapped individuals increased slightly from pre to posttesting. Responses tended, in the second testing, to be more in favor of mainstreaming handicapped students. Increases were also obvious in questions related to the similarities

Table 2

Results of Booklet Tests

Booklet	Pretest $\bar{X}$ correct	Posttest $\bar{X}$ correct
characteristics	6.74	6.96
architectural considerations	5.70	5.91
evaluation & placement	6.83	7.40
mainstreaming	7.23	7.70
management	6.52	8.26
overall	6.60	7.25

between the handicapped individual and the 'normal' person. Overall, pro-mainstreaming increased on the second testing.

Discussion

Phase III of the evaluation included pre-post testing of 22 workshop persons who had prior interest in working with handicapped students. On a brief test of knowledge the respondents displayed increases for each of the five booklets. The results of the pre and post administration of the Attitude Toward Handicapped Individuals scale demonstrated improvements in the participants' attitudes.

This portion of the study was conducted with persons who had some prior interest and knowledge in this area and that may be a reason for the apparently small gains made. It seems logical

that pretest scores may have been considerably lower if persons with less interest and knowledge were used in Phase III.

Phase IV

The final portion of the booklets' evaluation was during a one day workshop held in a medium sized Florida county. The workshop was being conducted by the project's staff to help train vocational teachers in the area of working with handicapped students.

Population

The population for this portion of the study consisted of 125 vocational teachers who were attending a required in-service workshop on working with handicapped students. The teachers generally had little prior knowledge of the workshop's content and they represented a variety of vocational disciplines as shown in Table 3.

Table 3

Vocational Teachers' Disciplines

Business Education	27%
Trade and Industry	17%
Cooperative Education	13%
Agriculture Education	10%
Commercial Arts	10%
Industrial Arts	9%
Special Vocational Education	9%
Vocational Administration	5%

Method

As persons arrived for the workshop they were randomly assigned to five groups which corresponded to each of the five booklets. Immediately upon assignment of the group, the teachers were pretested individually on their knowledge of the content of the particular booklet.

After the opening remarks made by the conference hosts and by the project staff, the participants were given time to read their respective drafts. The only directions given were regarding time limits and purpose. There was no group discussion of the content.

Upon completion of the reading the teachers responded to a posttest. The results, as displayed in Table 4, indicate that the teachers did gain knowledge in their content areas as a result of their reading.

Table 4

Pre-Post Test Results

Booklet	Number	Pretest $\bar{X}$ correct	Posttest $\bar{X}$ correct
Characteristics	23	6.26	7.10
Architectural Considerations	27	5.26	5.60
Identification	20	6.30	7.28
Integration	27	5.52	7.30
Management	28	6.04	7.96
overall	125	5.88	7.04

Discussion

After the testing the vocational teachers strongly voiced their desire to have copies of the drafts which they had read. As the rest of the workshop activities were held, the teachers learned about the four other booklets from their peers and continued to request copies of the other titles as well.

Summary

The four phases of the booklets' evaluation consisted of feedback from selected individuals during draft development and from actual testing of knowledge gains and attitude changes once the drafts were completed. The formative evaluation phase offered many suggestions to the project staff during development and considerable changes were made in the drafts based upon the recommendations. The summative evaluation, which was smaller in scope than originally intended due to the final funding level, demonstrated improvements by the subjects in attitudes and knowledge due to their reading of the drafts.

It is important to note that the summative field testing was done with typed, photocopied manuscripts which have none of the visual advantages of the final product. It is expected that the appeal of the final booklets will be much higher due to the use of a professional development staff during the final production phase.

Another field test of the products in their final form would be appropriate as no information has been gathered on the professionally printed booklets. It logically seems that vocational educators, who were excited by the plain, typed drafts, would be much more interested in reading the final booklets and would probably make even higher gains in knowledge and attitudes.

ATHI SCALE

by

Al Lazar

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3; or -1, -2, -3; depending on how you feel in each case.

+ 3: I AGREE VERY MUCH	- 1: I DISAGREE A LITTLE
+ 2: I AGREE PRETTY MUCH	- 2: I DISAGREE PRETTY MUCH
+ 1: I AGREE A LITTLE	- 3: I DISAGREE VERY MUCH

___ 1. Parents of handicapped children should be less strict than other parents.

___ 2. Handicapped persons are just as intelligent as non-handicapped ones.

___ 3. Handicapped people are usually easier to get along with than other people.

___ 4. Most handicapped people feel sorry for themselves.

___ 5. Handicapped people are the same as anyone else.

___ 6. There shouldn't be special schools for handicapped children.

___ 7. It would be best for handicapped persons to live and work in special communities.

___ 8. It is up to the government to take care of handicapped persons.

___ 9. Most handicapped people worry a great deal.

___10. Handicapped people should not be expected to meet the same standards as non-handicapped.

___11. Handicapped people are as happy as non-handicapped ones.

___12. Severely handicapped people are no harder to get along with than those with minor handicaps.

___13. It is almost impossible for a handicapped person to lead a normal life.

___14. You should not expect too much from handicapped people.

___15. Handicapped people tend to keep to themselves much of the time.

___16. Handicapped people are more easily upset than non-handicapped people.

___17. Handicapped persons cannot have a normal social life.

___18. Most handicapped people feel that they are not as good as other people.

___19. You have to be careful of what you say when you are with handicapped people.

___20. Handicapped people are often grouchy.

Name _____ Organization _____

Please complete the questionnaire below and return it along with the draft.

1. Is the language level of the material appropriate for vocational education teachers?

   Too low |_____|_____|_____|_____|_____|_____|_____| Too high

   Comments: _____

   _____

2. What is your opinion concerning the READABILITY of the material?

   Too easy |_____|_____|_____|_____|_____|_____|_____| Too hard

   Comments: _____

   _____

3. Is the material well ORGANIZED?

   Poor |_____|_____|_____|_____|_____|_____|_____| Excellent

   Comments: _____

   _____

4. Is the STYLE of presentation appropriate?

   Inappropriate |_____|_____|_____|_____|_____|_____|_____| Appropriate

   Comments: _____

   _____

5. Does the material have applicability for the vocational classroom teacher?

   Little Applicability |_____|_____|_____|_____|_____|_____|_____| Great Applicability

   Comments: _____

   _____

6. How much APPEAL do you think the material has?

   Very little |_____|_____|_____|_____|_____|_____|_____| A great deal

   Comments: _____

   _____

7. Do you have suggestions for materials or resources which you feel will supplement this material? If so, please list the material(s) and source.

_____

_____

_____

_____

8. General comments or suggestions for improvement of this manuscript.

_____

_____

_____

_____

_____

_____

_____

APPENDIX D

Quarterly Reports

45

PROGRAM PERFORMANCE REPORT

1. Project No.: 498AH60166

2. Grant No.: G007604050

3. Title of Project: Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped

4. Grantee Organization: University of Florida

5. Project Director: Dr. Robert E. Fowler

6. Period Covered: From 1 July, 1976 To 30 September, 1976

7. ACCOMPLISHMENTS (including significant findings) DURING THIS PERIOD.

Hiring of Project Staff: A Project Director, Graduate Assistant and Secretary have been employed. The background and credentials of the Project Director have been outlined in the revised budget and supporting documents. A full-time secretary has been hired, and is housed in the Department of Special Education. Mr. Joel Corley is the project's graduate assistant. He is a doctoral student in special education, minoring in vocational, technical and adult education. Prior to coming to the University of Florida to assume his doctoral studies, Mr. Corley was consultant in mental retardation with the Bureau of Education for Exceptional Students, State of Florida.

Development of State Steering Committee: As stated in the original proposal, the objective was to organize a statewide committee to assist in the development and dissemination of the instructional booklets. An effort was made to form a committee which would be truly representative of the state of Florida, yet small enough to be an active, working one. After planning and discussion with key people, it is felt that this objective has been accomplished. The following people have agreed to serve as members of the committee for the duration of the project:

Dr. Ralph Cline, Director
Exceptional Child Education
Pinellas County, Florida

Dr. Fred Gainous
Daytona Beach Community College
Daytona Beach, Florida

Mr. Pat Gardner
Florida Learning Resources System Associate Center
Ocala, Florida

Dr. Robert Lathrop
Career Education Laboratory
Tallahassee, Florida

Mr. Wayne LeRoy, Executive Secretary
Florida Vocational Association
Oveido, Florida

Mr. Charles McFarland, Director
Exceptional Child Education
Okaloosa County, Florida

Mr. Dan McKinnon, Director
Vocational Education
Alachua County, Florida

Dr. Jeanice Midgett
Florida Technological University
Orlando, Florida

Dr. Dominic Mohamed
Florida International University
Miami, Florida

Mr. Thomas C. Swift, Consultant
Vocational Education for the Handicapped
Tallahassee, Florida

Dr. William Wargo
Florida State University
Tallahassee, Florida

Ms. Kathy Wyatt
Vocational Education Teacher
Daytona Beach, Florida

8. MAJOR ACTIVITIES AND EVENTS

Computer Search of ERIC and CEC Files: See #12

Organizational Meeting of State Steering Committee: The first meeting of the steering committee was held in Gainesville, Florida, September 28, 1976. Drs. Schwartz and Hensel gave an overview of the development of the grant proposal, stressing the fact that it was the result of an existing working relationship between the Departments of Vocational, Technical

and Adult Education and Special Education.

The content of the five instructional booklets was discussed in detail. Several specific concerns resulted from the discussions:

a. The characteristics of handicapped pupils will be presented in a positive a manner as possible.

b. Curricula for handicapped pupils should be presented as unique to special needs learners, rather than as "watered down" versions of regular curricula.

c. Whenever possible, the similarities between handicapped and normal pupils wil be emphasized.

d. The identification and placement process and the role of guidance and counseling should be appropriately stressed.

e. Format and instructional design are crucial to the success of the project products. Careful attention will be given to this area of production.

The selection of sites for local input was a major part of the meeting. Committee members agreed to facilitate the field testing of materials in their respective areas. Each member also agreed to participate in various phases of the project, such as material revision, formative and summative evaluation and dissemination.

9. PROBLEMS

The revised proposal stated that a statewide needs assessment inventory would be conducted by the end of the third month of operation. This, however, was considered to be premature and perhaps a duplication of other efforts. The steering committee advised that data collection efforts by Florida State University,

Florida Technological University, and results of the past four summer workshops would probably provide adequate information. These data are currently being analyzed by the project staff. After this has been done, the decision regarding the necessity for another needs assessment inventory will be made. This change will in no way hinder the timely progress of the project.

10. PUBLICITY ACTIVITIES.

Newspaper and Other Articles: Articles appearing in the Florida Times Union and the Memogator are attached.

Visits by Educators: This activity is described in section 7, where members of the steering committee are listed. Both formal and informal publicity will be achieved by personnel from the represented institutions.

11. DISSEMINATION ACTIVITIES.

N/A

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.

Literature Review: A thorough search of the Education Research and Information Center's (ERIC) and Council for Exceptional Children's (CEC) files has been accomplished. The citations received are the most complete and current possible. Citations cover each of the specific areas which are to be addressed by the five instructional booklets.

Two additional sources have been obtained from the University of Minnesota: (a) Mainstreaming: A Working Bibliography, and

(b) Mainstreaming Training Systems, Materials, and Resources: A Working List.

13. OTHER ACTIVITIES.

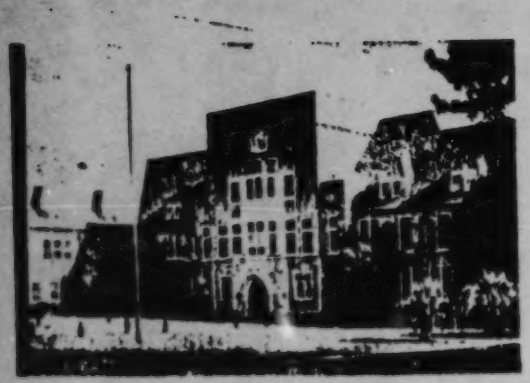
N/A

14. STAFF EMPLOYMENT AND UTILIZATION.

N/A

15. STAFF DEVELOPMENT.

N/A



The Memogator

College of Education
University of Florida

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

July 22, 1976

Number 620

I.D.H.R. BUSINESS MEETING

There will be a business meeting of the Institute for Development of Human Resources on Monday, July 26, at 9:00 a.m. in Room 524 Weil Hall. There will be a miscellaneous agenda and refreshments will be served.

SPECIAL EDUCATION GRANT

The Department of Special Education has received a grant from USOE for research and development of instructional booklets for vocational educators for mainstreaming the handicapped. Stuart Schwartz is the principal investigator; Cary Reichard and Jim Hensel, co-principal investigators; and Bob Fowler, project director.

CAHIP GRANT

Dr. Maggie Morgan of the Center for Allied Health Instructional Personnel was awarded a grant from the Kellogg Corporation to be used to disseminate information on the CAHIP Program, to bring representatives from 22 states to an October conference of Allied Health Educators at the University of Georgia in Athens, and to develop proceedings of the meeting.

NEW STOCKROOM SUPPLIES LIST

The new stockroom supplies list for the College of Education is now being distributed. Extra copies are available from Mrs. Cynthia Smyder in Room 150.

This document was promulgated at an annual cost of $596.70 or 3¢ per copy to inform faculty and staff of important College events.

CHANGES IN TRAVEL REIMBURSEMENT

The following changes became effective July 1, 1976:

1. Breakfast meal allowance has been increased from $1.75 to $2.00.
2. Regular travel maximum per diem allowance has been increased from $20.00 to $25.00.
3. Convention travel allowance has been increased from $25.00 to $35.00 per day. To claim the $35.00 maximum, the traveler must attach a paid hotel receipt for single occupancy and a copy of the conference program. The traveler may claim the regular $25.00 per diem rate without receipts.

SOUTHEAST U.S. REGIONAL CENTER FOR COMMUNITY EDUCATION CONFERENCE

Community educators from 11 Southeastern states will convene in Jacksonville, July 28-30. Keynote speakers at the conference include Phil Clark, Skip Little, and Barbara Keener of the College of Education's Center for Community Education.

DR. WATTENBARGER NAMED FLORIDA PATRIOT

Dr. James L. Wattenbarger has been honored as a Florida Patriot by the State Bicentennial Committee. He received the award for his work in developing the State Community College Education Program. One of 76 persons in 11 fields in the state to receive the award, he was presented with a silver medallion and certificate signed by Governor Askew.

★ ★ ★

A [illegible] grant has been awarded to Dr. Stuart Schwartz of the University of Florida's College of Education from the U.S. Office of Education's Division of Vocational Education, the first of its kind from the federal government to the College of Education. The grant, which began July 1 and will run 18 months, will finance publication of a series of booklets to assist vocational teachers in their work with handicapped students they may find in their classrooms. "There's now a recognized need in Florida to assist vocational educators in developing programs for handicapped students," said Schwartz, who will be advised on the project by Dr. James Hensel, professor and head of the vocational, technical and adult education program, and Dr. Cary Reichard of the special education department. Project director is Dr. Robert Fowler. "There is very little of this kind of material available nationwide," said Hensel in describing the "mainstreaming concept" that has gained popularity within the last few years. "Mainstreaming" involves putting handicapped learners back into the classroom with other learners, instead of setting them apart.

The Florida Times Union - 8/3/76

PROGRAM PERFORMANCE REPORT

1. Project No.: 498AH60166

2. Grant No.: G007604050

3. Title of Project: Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped

4. Grantee Organization: University of Florida

5. Project Director: Dr. Robert E. Fowler

6. Period Covered: From 1 October, 1976 to 31 December, 1976

7. ACCOMPLISHMENTS DURING THIS PERIOD

Tentative outlines for the five content areas have been written by the project staff. These have been reviewed and rewritten several times, keeping in mind that the products of this project will attempt to change attitudes toward handicapped students and broaden existing knowledge bases. The final content will also be based on the results of review by the steering committee and field testing. Content outlines will be found in Appendix A.

Although no formal, contractural agreements have been made, arrangements have been made for production of the materials. Since it has been determined by the project staff and the steering committee that format and style of presentation will be critical factors in the success of the instructional materials, professional assistance was sought in this area.

Dr. Robert Lathrop, Director of the Career Education Laboratory, at the Florida State University, Tallahassee, Florida, has agreed to assist in production. His staff will be responsible, on a contractural basis, for: editing; design and layout; letting bids for printing; and, major dissemination to Florida vocational educators. The staff will also participate in draft reviews, and, when appropriate, will provide suggestions regarding style as it relates to content.

Results of Dr. Andreyka's project at the Florida State University have been received. The Handicapped Component of the "Exemplary Competency-Based Vocational Teacher Education Project" is being used in the needs assessment process.

These data, in addition to Dr. Midgett's study at Florida Technological University, and the final reports from the summer workshops at the University of Florida, will be more than adequate as a data base for the booklets.

8. MAJOR ACTIVITIES AND EVENTS

The project director attended the National Conference on Research in Vocational Education, St. Louis, Missouri, October 5 through 7, 1976. Activities and speakers at the conference provided valuable information for the project. Both formal and informal communication with other project directors concerned with special populations proved to be most beneficial.

A quarterly newsletter was sent to each member of the statewide steering committee. The purpose of this activity is to keep the members informed about the progress of the project and to encourage their active participation in each phase.

Mr. Pat Gardner, a member of the steering committee, and Director of the Florida Learning Resources System, Ocala, Florida requested an article regarding the project for inclusion in his January newsletter. The article was sent to him and he agreed to include it in the newsletter.

9. PROBLEMS

Although the following is not presented as a problem, it does represent a small departure from the original project plan. The feasibility or desirability of producing one publication with five major sections, rather than five separate booklets

has been explored. The matter has been given a great deal of consideration by the project staff, and has been discussed with Dr. Lathrop and his staff at the Career Education Center.

The concensus is that one publication with five major sections, addressing the original topics, will be better than five separate pamphlets. This is based on consideration of the following areas: cost; continuity of material; avoidance of needless repetition; and, dissemination procedures. This has been given verbal approval by Ms. Velma Brawner, Acting Project Director.

10. PUBLICITY ACTIVITIES

An article appearing in The Sequel is attached.

11. DISSEMINATION ACTIVITIES

N/A

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Please see section 7 regarding Dr. Andreyka's project.

Supplementary materials have been obtained from the University of Wisconsin-Madison. Reports on workshops sponsored by their state department have data which support the focus of this project.

13. OTHER ACTIVITIES

N/A

14. STAFF UTILIZATION

N/A

15. STAFF DEVELOPMENT

N/A

PROGRAM PERFORMANCE REPORT

1. Project No.: 498AH60166

2. Grant No.: G007604050

3. Title of Project: Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped

4. Grantee Organization: University of Florida

5. Project Director: Dr. Robert E. Fowler

6. Period Covered: From 1 January, 1977 to 31 March, 1977

7. ACCOMPLISHMENTS DURING THIS PERIOD

Preliminary, rough drafts have been written for two of the content areas. These manuscripts were reviewed and revised before being sent to field reviewers. In order to encourage honest and critical review of these drafts, several typographical errors and other mistakes were purposely left in the manuscripts. A questionnaire was developed to accompany the drafts. In addition to completing the questionnaire, reviews were requested to make changes and suggestions directly on the manuscript itself.

The drafts were sent to each member of the state steering committee for review. Additionally, each member agreed to have two teachers in their area review the drafts. A total of 38 drafts were mailed. The drafts and questionnaires are attached.

8. MAJOR ACTIVITIES AND EVENTS

A quarterly newsletter was mailed to members of the steering committee to keep them informed regarding the progress of the project.

9. PROBLEMS

Although not a major problem, the return rate of drafts has been somewhat slow. Furthermore, the comprehensiveness of the reviews has been less than expected. The point was made that the manuscripts were in rough form and that a great deal more work and input from the field was necessary. Several thorough and critical reviews were received. However, more than one-half of those received indicated

that only a cursory examination was made, with no suggestions for improvement.

Due to the poor return rate, follow-up letters and/or telephone communications will be necessary.

10. PUBLICITY

An ariticle appearing in the FLRS/Springs newsletter is attached.

11. DISSEMINATION ACTIVITIES

N/A

12. PROGRESS ON DATA COLLECTION

76 draft manuscripts were mailed for field review. Of these, 32 were returned. Examination of the questionnaires and written comments revealed satisfaction in most areas. For both of the content areas, most respondents reacted positively to the drafts in terms of the questions asked. However, as pointed out earlier, some reviewers did not seem to complete an in-depth review of the materials. This was not entirely unanticipated, and a determination of how serious a problem this will present will be made when the remainder of the drafts are returned.

There will, however, be a more complete field testing later, at which time a closer scrutiny of the materials will be accomplished. Furthermore, once the materials are delivered to the Career Education

Laboratory staff, any inadequacies which exist will be corrected by the professional editing, design, and layout personnel.

13. OTHER ACTIVITIES

N/A

14. STAFF EMPLOYMENT AND UTILIZATION

N/A

15. STAFF DEVELOPMENT

N/A

Program Performance Report

1. Project No.: 498AH60166

2. Grant No.: G007604050

3. Title of Project: Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped

4. Grantee Organization: University of Florida

5. Project Director: Dr. Robert E. Fowler

6. Period Covered: From 1 April, 1977 to 31 July, 1977

7. ACCOMPLISHMENTS DURING THIS PERIOD

Rough drafts of the three remaining content areas have been written. These drafts have been submitted to field reviewers for their comments and suggestions. Field reviewers consist of members of the state steering committee and vocational educators around the state.

The first two drafts which were distribited for review have been revised. Based on suggestions from the field, no major changes in content or approach were made.

8. MAJOR ACTIVITIES AND EVENTS

The regular quarterly newsletter was sent to members of the state steering committee to keep them informed regarding the progress of the project.

Review and revision of all five content areas was accomplished. Based on suggestions from teachers and state steering committee members, drafts were rewritten, although they were not changed drastically.

Plans were made to field test these drafts at a summer workshop for vocational educators working with handicapped students. The participants in the workshop will be pre and post-tested on the self-instructional materials. Additionally, they will be asked to critique the materials through a formal questionnaire and informal discussions.

9. PROBLEMS

As mentioned in the previous quarterly report, the return rate of drafts distributed for review has been rather poor. It is anticipated, however, that enough in-depth information will be gained from the field test of materials at the summer workshop.

10. PUBLICITY

An article appearing in the June newsletter of the Council for Exceptional Children's Division on Career Development is attached.

11. DISSEMINATION ACTIVITIES

N/A

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

The drafts of the five content areas have been modified according to the feedback from the field and project staff. Reaction to all areas has been generally favorable, with only minor changes suggested.

13. OTHER ACTIVITIES

N/A

14. STAFF EMPLOYMENT AND UTILIZATION

In order to expedite the preparation of final manuscripts, additional people were employed for the summer quarter. The summer staff consists of 5 graduate students and 3 student assistants. Additionally, a public school teacher has been hired as a consultant for several days.

15. STAFF DEVELOPMENT

N/A

NEWSLETTER

DIVISION ON CAREER DEVELOPMENT

The Council for Exceptional Children

1977

June

FLORIDA: A SPECIAL PROJECT - RESEARCH AND DEVELOPMENT OF MATERIAL FOR PERSONNEL WHO MAINSTREAM THE HANDICAPPED

Last July, Dr. Stuart Schwartz of the University of Florida's college of Education was awarded a grant from the U.S. Office of Education, Bureau of Occupational and Adult Education. The purpose of the grant is to develop competency-based, self-instructional booklets for vocational educators who will be mainstreaming handicapped pupils.

The development of the grant resulted from an ongoing working relationship between the College's Department of Special Education and the Division of Vocational, Technical, and Adult Education. For the past three years, they conducted workshops for vocational educators working with handicapped students. The idea for the project was based on both formal and informal needs assessments with workshop participants and vocational educators throughout the state.

The federal and state emphasis regarding education for ALL students in the LEAST RESTRICTIVE environment, further stressed the need for inservice materials for vocational educators. While the project products are not designed to meet all of the needs of vocational educators working with handicapped students, it is hoped that they will foster the development of positive attitudes toward mainstreaming as well as increasing the educator's knowledge about handicapped individuals.

All materials will be developed according to the needs analysis and in-house and extensive field testing. The areas which are to be addressed include: The concept of mainstreaming; vocational and educational characteristics of handicapped learners; identification and placement procedures; architectural considerations and/or modifications; and administrative considerations and alternatives. The availability of final materials will be announced to vocational educators throughout the state. Dissemination is planned for October, 1977.

Dr. Schwartz is the principal investigator; Drs. Jim Hensel and Cary Reichard are project advisors; and Dr. Bob Fowler is project director.

From: The Division on Career Development Newsletter, June, 1977, pg. 9.

APPENDIX E

Production Schedule

APPENDIX E

Production Schedule

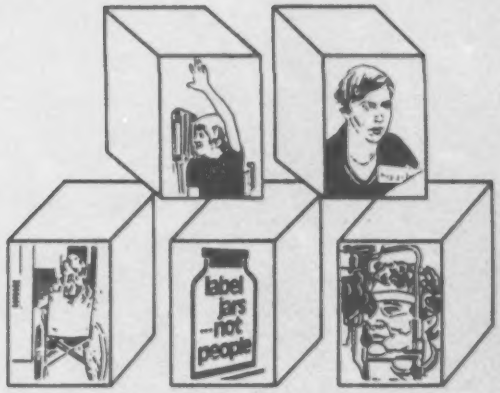
Received final manuscripts September 26, 1977.

Meetings

Day	Date	Time & Purpose
Wednesday	October 12	2:30 - 3:30 P.M. Design Concept
Wednesday	October 26	2:30 - 3:30 P.M. Final o.k. for Graphics and Photographs
Tuesday	November 8	10:30 - 11:30 A.M. Specifications due out for 2 week bid
Wednesday	November 16	2:30 - 3:30 P.M. Completed Mechanicals final O.K.
Monday	November 28	Mechanical due out 2 working weeks at printers
Monday	December 15	Completed 5 booklet package due back from printer

APPENDIX F

Flyer



ANNOUNCING ANOTHER STEP FORWARD

"Another Step Forward", a package of five instructional booklets, is now available from your county vocational director. These booklets, the result of combined efforts of the Special Education and Vocational Education Programs at the University of Florida, were created as a special project to help vocational educators successfully handle handicapped students in their classrooms. Filled with valuable information and teaching ideas, the booklets deal with the mainstreaming philosophy, characteristics of common handicapping conditions, evaluation and placement of handicapped students, management systems, and the importance of maintaining a barrier-free environment.

Recent legislation and growing public concern make mainstreaming an important issue. The purpose of mainstreaming is to integrate handicapped learners into regular classroom programs where they will receive an education and participate in activities on an equal basis with students who are not handicapped. As a teacher, you have the challenge of making this a successful, fulfilling venture for the students. These booklets are designed to assist you in doing the best job you can by answering questions and offering suggestions in an informative, easy to understand manner.

Contact your vocational director to obtain these indispensable booklets that will better prepare you for teaching handicapped students in your classes.

"Another Step Forward"—you can make it possible for handicapped students to reach their maximum potential by helping them succeed in the regular classroom where they can experience and learn along with normal students. For further information, please write:

Dr. Stuart E. Schwartz
Department of Special Education
43 Norman Hall
University of Florida
Gainesville, Florida 32611

This public document was promulgated at a cost of $.25 per copy to provide information for vocational education teachers dealing with handicapped students.

APPENDIX G

Letter to Vocational Directors

COLLEGE OF EDUCATION UF UNIVERSITY OF FLORIDA
gainesville, florida - 32611

December 12. 1977

A special project has been completed at the University of Florida as a joint effort between the Special Education and Vocational Education programs. The project, entitled "Another Step Forward," is a set of five instructional booklets created especially for vocational teachers and school administrators to help them teach handicapped students more effectively in their classrooms. The booklets cover a range of subjects of value to teachers, such as the mainstreaming philosophy, characteristics of various handicapping conditions, management considerations, evaluation and placement, and considerations for a barrier free environment.

Since considerable amounts of time and money have been devoted to producing these carefully researched, professionally designed materials; the process of distributing them to teachers in the state is of primary concern at this time. As the director of vocational programs in your county, we are asking you to help us in our efforts. Enclosed are a package of promotional flyers to distribute to the schools and individual vocational education teachers in your county. They announce the booklets and give teachers information on their availability. The booklets themselves are being sent to your office and your help in dissemination is one of the most important parts of our project. Without your assistance the booklets will not reach the teachers and the information they contain will not be put into practice.

"Another Step Forward" is a most worthwhile project as you will see when you receive the booklets. Please read them yourself and encourage school administrators and teachers in your county to do so as well.

With your help, handicapped learners will make another step forward towards receiving the best education they possibly can. If you have any questions or would like additional information, please contact Dr. Stuart E. Schwartz, Department of Special Education, Room 43 Norman Hall, University of Florida, Gainesville, Florida 32611 (904-392-0755).

Sincerely,

Catharine Rogers

Catharine Rogers
Production Director

CR/lc

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

APPENDIX H

Dissemination List

Dissemination List

County	Number of Packages of Booklets	County	Number of Packages of Booklets
Alachua	15	Lake	15
Baker	6	Lee	15
Bay	6	Leon	15
Bradford	6	Levy	15
Brevard	20	Liberty	6
Broward	20	Madison	6
Calhoun	6	Manatee	15
Charlotte	6	Marion	15
Citrus	6	Martin	6
Clay	6	Monroe	6
Collier	6	Nassau	6
Columbia	6	Okaloosa	20
Dade	20	Okeechobee	6
DeSoto	6	Orange	20
Dixie	6	Osceola	6
Duval	20	Palm Beach	20
Escambia	15	Pasco	15
Flagler	6	Pinellas	20
Franklin	6	Polk	20
Gadsden	15	Putnam	15
Gilchrist	6	St. Johns	6
Glades	6	St. Lucie	6
Gulf	6	Santa Rosa	15
Hamilton	6	Sarasota	15
Hardee	6	Seminole	15
Hendry	6	Sumter	6
Hernando	6	Suwannee	6
Highlands	6	Taylor	6
Hillsborough	20	Union	6
Holmes	15	Volusia	15
Indian River	6	Wakulla	6
Jackson	15	Walton	6
Jefferson	6	Washington	6
Lafayette	6		

The following list contains additional people who received copies of the booklets.

Project Advisors

Project Staff

Project Steering Committee

Special Education Department Faculty

Deans of College of Education - Florida Universities

President's Committee on Employment of Handicapped

Individuals who requested information

APPENDIX I

Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped "Another Step Forward" Evaluation Report

Onsite Evaluation Conducted by
Dr. Gary D. Meers, Associate Professor
of Special Vocational Needs
University of Nebraska
Lincoln, Nebraska

December 1 and 2, 1977

77

Evaluation Narrative

The project entitled "Research and Development of Instructional Booklets for Vocational Educators for Mainstreaming the Handicapped" set forth the following objectives that were to be accomplished by the project termination date.

1. To develop five concise pamphlets describing the handicapped student in regular vocational education classes.

   a. The pamphlets will be specifically designed for:

      1. vocational education teachers
      2. school administrators
      3. university teacher educators
      4. workshop directors

   b. The pamphlets will describe for each subgroup the following:

      1. Integration of Handicapped Students into the Regular Vocational Education Program
      2. Vocational and Educational Characteristics of the Handicapped Learner
      3. Identification and Placement of the Handicapped Learner in a Vocational Education Setting

4. Architectural Considerations and/or Modifications in the Design and Use of the Instructional Setting

5. Administrative Considerations for the Special Needs Learner in a Vocational Education Setting

2. To disseminate the final products to teachers, administrators and teacher educators who work with handicapped students in Florida's vocational education programs.

3. To establish a statewide advisory committee to assist in the development and dissemination of the project materials.

4. To utilize developed techniques for evaluation of the project at each major stage.

Time Line for the Accomplishment of the Objectives

Dates	Activities
January, 1976 - July, 1976	Planning of project
July, 1976	Initiation of project Hiring of project staff
August, 1976 - September, 1976	Development of state steering committee Choosing of sites for local input
September, 1976 - August, 1977	Collection of data Development of booklet drafts
November, 1976 - August, 1977	Formative evaluation of materials Field test of materials Revision of materials as needed

Dates	Activities
August, 1977	Presentation of materials to State Vocational Education Conference
September, 1977 - October, 1977	Production of final materials Summative evaluation of materials
October, 1977	State-wide dissemination of materials
November, 1977	Preparation of final report
December, 1977	Submission of final report

Utilizing data generated in a needs assessment study entitled "An Appraisal of Vocational Education for Handicapped Persons in Florida", conducted by Drs. Earl Fowler and Jeanice Midgett at Florida Technological University, Orlando, Florida, the project had an empirical needs assessment base from which the booklet content selection procedure could start.

Since the project objectives were being completed concurrently as opposed to being completed numerically, they will be dealt with in the same manner in this report.

To start the booklet development process and to achieve objective number three (3), a statewide advisory committee was formed. This group was composed of the following individuals.

Dr. Fred Gainous
Associate Professor
Florida A & M University
P.O. Box 31
Tallahassee, FL 32017

Mr. Dan McKinnon, Director
Vocational Education
Alachua County School Board
1817 E. University Ave.
Gainesville, FL 32601

Mr. Pat Gardner, Coordinator
FLRS/Springs Associate
Center
513 S.E. 8th St., Room 3
Ocala, FL 32670

Dr. Ralph Cline, Director
Exceptional Child Education
Administration-Exceptional
Student Center
4960 78th Ave., N.
Pinellas Park, FL 33565

Dr. Bob Lathrop
Career Education Lab
617 Johnston Building
415 N. Monroe
Tallahassee, FL 32301

Mr. Wayne LeRoy
Executive Secretary
Florida Vocational Assn.
Oviedo, FL 32765

Mr. Charles McFarland,
Director
Exceptional Child Education
Okaloosa County Public
Schools
120 Lowery Place
Ft. Walton Beach, FL 32548

Dr. Jeanice Midgett
Assistant Professor, Elementary
Education, College of Education
Box 2500
Florida Technological University
Orlando, FL 32816

Dr. Dominic A. Mohamed
Florida International University
Tamiami Trail
Miami, FL 33199

Mr. Thomas C. Swift, Consultant
Vocational Education for the
Handicapped
Department of Education
523 Collins Building
Tallahassee, FL 32304

Dr. Bill Wargo, Associate Professor
Industrial Arts Technology
Building 218
Florida State University
Tallahassee, FL 32306

Ms. Kathy Wyatt
Vocational Educator
Bus. Ad. Volusia County Public Schools
Mainland Senior High School
Daytona, Beach, FL 32017

The advisory committee served in a variety of capacities throughout the duration of the project. The committee first met to review the project goals and objectives. The committee made recommendations and suggestions regarding possible plans of action.

The committee also served as informal reviewers and field testers of the booklet materials.

In light of their extensive and ongoing involvement objective, three (3) can be considered accomplished.

Objective one (1) was accomplished as determined by the evaluator in the following manner.

Booklet Content Selection

With the proposed five booklet areas in mind, the project staff started the process of content selection through a review of literature, brainstorming, and input from classroom teachers and the Florida State Department of Education. The content was selected and categorized into the five proposed areas and made ready for field testing.

Field Testing

Project field testing was completed in four phases with data being generated within each of the phases. These phases were:

1. In house review and revision on initial drafts (oral and written comments)
2. Formal feedback from steering committee members
3. Formal feedback from the field
4. Pre and post testing for cognitive retention

The form used to formally collect the data is attached at the end of this report.

Upon completion of field testing the final revisions were made the the booklets made ready for reproduction.

Duplication

The booklets are currently being duplicated under the following five titles:

1. Mainstreaming Handicapped Students into the Regular Classroom.
2. Characteristics of Handicapped Students.
3. Evaluation and Placement.
4. A System of Management.
5. Architectural Considerations for a Barrier Free Environment.

Objective four (4) was accomplished as determined by the evaluator through several evaluative strategies.

First, wherever possible, formal evaluative tools were constructed and utilized. (See form at end of report).

Secondly, where formal evaluative tools were not possible, informal and "professional judgment" evaluations were made both on the materials being developed and project progression. As demonstrated by the final product, these informal evaluations proved to be very effective.

The last objective to be accomplished was number two (2).

To effectively disseminate the booklets to the appropriate recipients, a statewide project awareness campaign had to be conducted.

This campaign involved printing and distributing flyers throughout the state to notify professionals in the field about these publications. Articles about the project were written and published in both the state exceptional children and vocational education magazines. In addition, booths were maintained at the state exceptional children and vocational education conferences.

A comprehensive mailing list was compiled by the project and those on the list will receive copies of the finished booklets.

Concern

The primary concern of the evaluator is the lack of provision for national dissemination of the booklets. After the extensive effort and expenditures to develop the booklets, they, through some additional funding source, should be made available nationwide.

Recommendations

1. Based upon the quality of the booklets resulting from the employing of two journalists (positions created as a result of the original project director departing), other projects should explore the possibility of utilizing professional services from other fields such as journalism.

2. Include more comprehensive and financial provisions for national product dissemination.

Summary

After carefully interviewing the staff, reviewing developed materials, and scrutinizing the generated data, it is the opinion of this evaluator that the major purpose of the project which was "to research and develop self-instructional materials which will provide a mechanism for positive change in attitudes and procedures for educators and administrators toward integrating handicapped students into regular vocational education programs", has been accomplished. The objectives under the goal lent themselves well to a step-by-step plan of successful project completion.

The project director and his staff have made a concerted effort to accomplish the goal and objectives of the project. This effort has resulted in a project of much merit due to its adherence to the stated timelines, meticulous development of the booklets, and the comprehensive dissemination of strategies for placing the booklets in the hands of professionals throughout the state of Florida. They should be commended for a project well run and a job well done.

Addendum

The initial dissemination described in the final report took place in December of 1977. Since that time there has been a strong interest shown both in Florida and nationally by schools, universities and other organizations in obtaining additional copies of the booklets. The principal investigator has been exploring the possibility of a second printing. Requests for additional sets should be sent to Dr. Schwartz at the University of Florida.